

Making Content Comprehensible For English Learners The Siop Model

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Inclusive Pedagogy for English Language Learners
Making Content Comprehensible for Secondary English Learners
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The SIOP Model for Administrators
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this book is an invaluable resource for training educators to work effectively with english language learners it presents a model of sheltered instruction the sheltered instruction observation protocol siop which provides school administrators teachers

teacher candidates and university field experience supervisors with a tool for observing and quantifying a teacher's implementation of quality sheltered instruction making content comprehensible presents a coherent specific field tested model of sheltered instruction that specifies the features of a high quality sheltered lesson that teaches content material to english language learners each of the 30 items from the siop model are illustrated through vignettes three different lessons for each item are rated and discussed allowing the book to be applied to a variety of content areas and grade levels

like no other text on the market making content comprehensible presents an empirically validated model of sheltered instruction this text contains the sheltered instruction observation protocol siop model which provides school administrators staff developers teachers teacher candidates university faculty and field experience supervisors with a tool for observing and quantifying a teacher's implementation of quality sheltered instruction new to this edition a new additional chapter addresses the issue of english learners who are struggling readers and or students with disabilities by including detailed information about learning disabilities and delayed development in reading ch 10 revised vignettes present teaching scenarios where three teachers teaching the same grade level and content attempt to include the focal siop indicators with varying degrees of success complete lesson descriptors allow readers to score the three teaching scenarios and help readers develop a degree of inter rater reliability new pedagogy each chapter contains a graphic organizer that provides an overview of the chapter background sections that include descriptions of the 8 sections and 30 indicators of the siop to help readers plan and prepare effective sheltered lessons background discussion questions appropriate for portfolio development in pre service and graduate classes for professional development workshops or for reflection the new larger trim size facilitates using in the classroom the siop long and short versions and the lesson plan forms and rating the vignettes includes both the full siop and an abbreviated version for the reader's use two different siop lesson plan formats that can be used for planning and preparation depending on your needs an appendix contains the results of studies that demonstrate that english learners whose teachers used the siop model outperformed similar students whose teachers did not implement the model making content comprehensible is very practical and right on target for strategies in the field of ells professor gerald mccain southern oregon university what clearly distinguishes making content comprehensible from others in the field is that it provides an easy to use powerful field tested protocol for effective lesson planning delivery and assessment professor karen l newman indiana university the strength of making content comprehensible is the clear picture it provides of instruction and the teaching scenarios the discussion of the teaching techniques and evaluation of each of the three teachers provides invaluable examples for the student professor judith b o loughlin new jersey city university author bios dr jana echevarria is chair of the department of educational psychology administration and counseling at california state university long beach formerly she was a professor of special education her professional experience includes elementary and secondary teaching

in special education esl and bilingual programs she has lived in taiwan and mexico where she taught esl and second language acquisition courses at the university level as well as in spain where she conducted research on instructional programs for immigrant students after receiving a masters degree in bilingual special education from california state university long beach she received her ph d from ucla and was one of the recipients of the national association for bilingual education s outstanding dissertations competition her research and publications focus on effective instruction for language minority students particularly those with learning disabilities mary ellen vogt is professor and director of graduate studies in reading at california state university long beach prior to her work at the university she was a reading specialist a the school and district levels dr vogt is a past president of the california reading association and served on the board of directors of the international reading association she has authored chapters and articles in professional journals and texts and has co authored five books including portfolios in teacher education 1996 international reading association professional portfolio models 1998 christopher gordon creativity and innovation in content area teaching 2000 christopher gordon and making content comprehensible for english language learners the siop model 2000 allyn bacon dr vogt is also an author of two k 8 reading series published by houghton mifflin invitations to literacy and a legacy of literacy she has been inducted into the california reading hall of fame and in 1999 she received the distinguished faculty teaching award from her university deborah j short directs the language education and academic development division at the center for applied linguistics in washington dc she conducts school based research on sheltered instruction and on effective programs for english language learners she helped develop the national esl standards her phd specialization is bilingual multicultural education

this book introduces and explains the siop sheltered instruction observation protocol model a comprehensive coherent research validated model of sheltered instruction no implemented in districts throughout all 50 states and in multiple countries and territories the siop model improves teaching effectiveness and results in academic gains for students from the back cover

in this handbook leading researchers teacher educators and expert practitioners speak to current and future educators and educational leaders in understandable language about the research that informs best practices for english language learners integrated into the k 12 public school system responding to current state and federal mandates that require educators to link their practices to sound research results it is designed to help educators to define select and defend realistic educational practices that include and serve well their english language learning student populations a critical and distinctive feature of this volume is its non technical language that is accessible to general educators who have not been trained in the fields of second language development and applied linguistics each chapter begins with a thorough discussion of the recommended practices followed by a description of the research that supports these practices the rigor of reported

research is contained but this research is written in a lay person's terminology accompanied by bibliographies for readers who wish to read about the research in technical detail the volume is structured around four themes in the elementary classroom in the middle and secondary classroom school and community collaboration school and district reform inclusive pedagogy for english language learners is intended for current and future educational administrators all educators who have a keen interest in school reform at the classroom school or district level and staff developers policy makers parents and community groups and anyone interested in the successful education of linguistically and culturally diverse students

making content comprehensible for secondary english learners the siop model is written to give middle and secondary school teachers lesson plans teaching ideas and many effective activities for working successfully with adolescents who are english learners or who struggle with academic literacy several sample lessons and activities show the alignment of the siop model to the common core state standards ccss based on research that confirms that the siop model sheltered instruction observation protocol makes a positive difference academically for all students and what works well for english learners will work equally well with other students the book is ideal both for teachers who are already familiar with the siop model and those who are just learning about it it gives educators a model for planning and implementing lessons that help the english learners in their charge gain access to grade level content standards and ultimately prepare them for life after high school in college or a career new with the second edition is an accompanying online resource site pdtoolkit for siop the new website includes siop research siop resources siop lesson plans and activities siop videos to learn more please visit pdtoolkit pearson com

standardized tests have been selected as a key assessment factor in expanding the academic achievement of the national student population however these tests position immigrant students at the risk of academic failure leading education experts to search for new strategies and teaching models the handbook of research on assessment practices and pedagogical models for immigrant students is a critical research publication that focuses on research based pedagogical practices for teaching immigrant students edited by a prominent igi global editor this book examines the latest professional development models and assessment practices of english learners els covering essential topics such as second language acquisition sla classroom management teacher education refugee resettlement programs and more this publication is a valuable resource for academicians professionals researchers administrators faculty and classroom teachers as the social and academic needs of english language learners continue to present a challenge for many schools and teachers

now in its 6th edition this classic text integrates theory and practice to provide comprehensive coverage of bilingual and esl education the text covers the foundations of bilingual and esl education and provides a strong focus on what the teacher needs to know in a bilingual classroom woven throughout the text are

quotes from bilingual and esl students and teachers that illuminate the bilingual esl learning and teaching experience bilingual and esl classrooms is written for both preservice and experienced educators serving grades pre k through 12 mainstream bilingual esl and special education teachers as well as administrators school counselors and educational policymakers new in the sixth edition this sixth edition presents updated research on and expanded coverage of key issues related to the education of english language learners in the united states such as continuing controversies and findings in demographics the impact of globalization on k 12 public schooling evidence driven teaching practices white normativity using technologies developed for language minority populations making sense of census 2010 and achievement levels of ells in math and science more specifically this sixth edition includes coverage of the 2015 every student succeeds act an expanded and updated human face of bilingual students and ells a revised co authored student chapter a thoroughly revised assessment chapter a revised chapter on bilingual special education

specialized communication in science technology or institutions is one of the most important and exciting fields of applied linguistics the handbook captures the current and relevant knowledge of specialized languages and professional communication it promotes international communication on central issues where dialogue is urgently needed concerning both their intellectual underpinning and the day to day practices associated with them

what english teachers need to know a set of companion texts designed for pre service teachers and teachers new to the field of elt addresses the key question what do english language teachers need to know and be able to do in order for their students to learn english these texts work for teachers across different contexts countries where english is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general english workplace english english for academic purposes or english for specific purposes volume i on understanding learning provides the background information that teachers need to know and be able to use in their classroom volume ii on facilitating learning covers the three main facets of teaching planning instructing and assessing volume iii on designing curriculum covers the contexts for processes in and types of elt curricula linguistic based content based learner centered and learning centered throughout the three volumes the focus is on outcomes that is student learning features situated in current research in the field of english language teaching and other disciplines that inform it sample data including classroom vignettes three kinds of activities tasks reflect explore and expand

pool your collective wisdom in support of your english learners english learners els and multilingual learners mls have double the work of their english speaking peers as they are required to master language and content simultaneously to support this dynamic academic and language development process all teachers need to have an understanding of language acquisition and el ml specific methodologies along with

offering social emotional support to esl mls and work in tandem with each other bestselling authors andrea honigsfeld and maria g dove have returned with this new resource that complements and expands on their previous titles on co teaching and collaboration by addressing collaborative planning in greater depth co planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that esl mls have access to core content key features include practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development an array of checklists templates and protocols for immediate implementation snapshots from the field provide real life examples of co planning in action beautiful full color design with original sketch notes to bring concepts to life qr codes that link to author interviews elaborating on key ideas this substantial guide will assist novice and seasoned educators alike in their move away from isolated practices and help them engage in collaborative planning and professional dialogue about asset based best practices for esl mls

our work on the siop model started in the early 1990s when there was a growing population of multilingual learners in the united states but no coherent model for teaching this student population we began by reviewing the literature and examining district produced guidelines for multilingual learners in an effort to find agreement on a definition of sheltered instruction a preliminary observation protocol was drafted and field tested with sheltered instruction teachers a research project through the center for research on education diversity excellence crede enabled us to engage in an intensive refinement process and to use the siop model in a sustained professional development effort with teachers on both the east and west coasts through this process of classroom observation coaching discussion and reflection the instrument was refined and it evolved into the sheltered instruction observation protocol or as it has come to be known siop

teaching and learning science consists of 66 chapters written by more than 90 leading educators and scientists the contributions are informed by cutting edge theory and research and address numerous issues that are central to k 12 education the book is arranged according to themes that are central to science education language and scientific literacy home and school relationships equity new roles for teachers and students connecting science to other areas of the curriculum resources for teachers and learners and science in the news the authors address controversial topics such as evolution and present alternative ways to think about teaching learning the outcomes of science education and issues associated with high stakes testing in addition relationships between science and literacy are explored in terms of art and science making sense of visuals in textbooks reading writing children s literature and uses of comics to represent science publisher s website

this text is an ideal companion to making content comprehensible for english learners the siop model the 99 ideas and activities include a few familiar techniques that have been shown to be especially effective for ells as well as many new ideas to

siop teachers

click here to watch videos of the authors talking about the siop model take the siop model to the next level and implement the ground breaking sheltered instruction observation protocol in your school this book is an indispensable resource for k 12 teachers professional development coordinators and coaches and is the ideal companion to making content comprehensible for english learners the siop model written by renowned author team jana echevarria deborah short and maryellen vogt implementing the siop model discusses effective implementation of the siop model and addressess the how and the why of incorporating the siop into school curricula this new addition to the siop series provides effective professional development and coaching for all those involved with english learners

three tasks direct the author s work to establish from available sources the circumstances in life the mental development and the doctrines of individual philosophers to reconstruct from these facts the genetic process so that the effect of these factors upon each philosopher s doctrine can be determined to determine the overall value in the history of philosophy of the doctrines considering their origin

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